



Ludgvan School

Our SEN Information Report

Date: September 2022

Ludgvan School, an Academy School - a thriving, happy and fun environment where everyone is valued and respected.

Our school is an integral part of a dynamic community, where we all have the opportunity to achieve our highest potential for life. Ludgvan School is a leading school and we are always at the forefront of improving our facilities and provision further, and our committed and professional team works very hard to that end. We pride ourselves on being a friendly, open school where all children try to do their best from the moment they enter the reception class, to when they move on to Secondary school.

Our only expectation of each and every child is that they reach the absolute maximum of their own potential and can leave the school gates at the end of the day saying, "I can do it!"

In November 2019, OFSTED rated Ludgvan School as 'Good' overall with one 'Outstanding' category for personal development.

Link to Special Educational Needs Policy/Equality and Diversity Policy and Access Plan:

<https://www.ludgvan.cornwall.sch.uk/policies>

Link to Cornwall Council's Local Offer:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

Name of the Special Educational Needs/Disabilities Coordinator: Miss Sophie Law

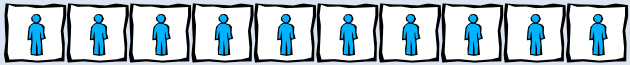
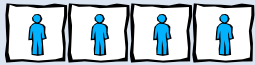

Contact details: s.law@ludqvan.cornwall.sch.uk 01736 740408

Name of SEN Governor: Mrs Gail Terry




The levels of support and provision offered by our school

The information in the table below is a guide to the 'typical' levels of provision, as such, levels of support and provision will vary across time for individual children in response to their individual needs.

1. Listening to and Responding to Children and Young People

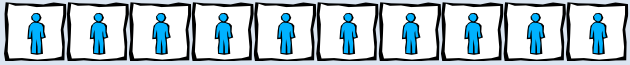
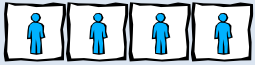

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • School Parliament (half termly meetings) • Weekly PSHE lessons in class • Discussions with Governors/staff during monitoring visits • Questionnaires • The views and opinions of all students are valued (pupil conferencing during monitoring) • Restorative conferencing with pupils • Key Stage assemblies • Eco Council (a student led group) • Junior Road Safety Officers (a group created by the children) • Head Pupils • Team Captains • Prefects • Learning Ambassadors 	<ul style="list-style-type: none"> • Pupils with SEND are included in all consultation groups including School Parliament • Additional provision is developed in light of pupil voice • Targets recorded in Student Passports are written with the children • Assess, Plan, Do, Review cycle followed to ensure best support is being given • 1:1 Draw and Talk sessions • 1:1 Nurture sessions • Social skills groups • Lego Therapy sessions 	<ul style="list-style-type: none"> • Individual support is responsive to the needs and views of the pupil • Pupil's views are shared in TAC meetings, termly or annual reviews and the development of EHC Plans • Pupils are fully supported in setting their targets • Documentation is presented in a format that is accessible to the pupil • 'All About Me' form used to gain pupil views for SEND review meetings

2. Partnership with Parents and Carers

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Regular parent consultation meetings with the Class Teacher • Open door policy and arranged meetings with the SENDCo • Parents/Carers are encouraged to contact Class Teachers initially with any concerns • Two weekly newsletters • Seesaw (used weekly to share work completed by children in school, parents are able to like and comment on posts) • Tapestry used in Early Years to share learning of children with interaction from parents • Use of Class Dojo for parents to contact Class Teachers • Parents/Carers have volunteered to come in and help with responsibility for school animals and helping on class trips • The FLS (Friends of Ludgvan School) involved in lots of school projects, including 	<ul style="list-style-type: none"> • Parents/carers are invited to school to meet with the Class Teacher and SENDCo if their child requires additional, targeted support • All parents of pupils with SEND are invited to termly reviews of their child's Student Passport • Assess, Plan, Do, Review cycle completed, and targets developed with parents • Student Passports created with parental involvement 	<ul style="list-style-type: none"> • Parents/Carers are actively involved in TAC meetings and SEND reviews • Parents/Carers are fully involved in transition meetings • Home/School books are used for parents and school staff to communicate daily • Access to the Early Help Hub for parental support




<p>developing the outdoor area</p> <ul style="list-style-type: none">• Parent reports given twice a year• Knowledge Organisers sent out every term, which outline the topic being covered		
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3. The Curriculum

<p>Whole school approaches. The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Use of Adaptive Teaching within every classroom ensures that all children can access areas the Curriculum • At Ludgvan School we have a broad and balanced Curriculum • Through our inclusive approach, pupils are encouraged to work together regardless of need or ability • All lessons allow mixed ability working • We deliver an EYFS Curriculum, which is practical and enables all pupils to achieve to the best of their ability • All teachers complete detailed planning with differentiated outcomes • ICT is used effectively across the school to enhance learning • Children who have not understood the learning in the morning are supported by a staff member during the lesson or during a planned intervention • Topic-based approach used to create cross-curricular links 	<ul style="list-style-type: none"> • The Curriculum is differentiated to suit the needs of all pupils • Children who have not met the learning objective will be supported during the lesson or as a part of an intervention by a Teacher or Teaching Assistant • Small groups may be taken by a Teacher or Teaching Assistant for extra support • Booster sessions are offered to Year 6 children after Christmas as after-school sessions to provide extra support with learning • Nurture groups provide emotional support to children to ensure they are ready to learn • Quiet zones are available within the school (e.g. The Hive area) for children to complete learning if the classroom environment is overwhelming 	<ul style="list-style-type: none"> • Teacher's plan to meet pupil's SEND and ensure objectives are set out to meet individual needs • Outside Agencies are contacted for advice and support when appropriate • Children are provided with a personalised Learning Ladder/Choice Board to break down their learning into smaller steps • Where necessary, some children will be provided with a personal electronic device to support with the recording of their ideas and to aid independence • The Engagement Model will be used as a Curriculum planning and assessment tool for those children who require a personalised Curriculum




- Knowledge Organisers outline topic learning and are sent home every term

4. Teaching and Learning

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • The school ensures quality first teaching to support the progress of all children • Use of Adaptive Teaching within every classroom ensures that all children can access areas the Curriculum • The SLT regularly monitors the quality of the teaching and learning • Class Teachers and Teaching Assistants share planning and assessments to ensure all children have appropriate support and provision • Resources and working walls are easily accessible for all pupils • Children's work is marked effectively so that children understand whether they have achieved the learning objective and the next steps in their learning • Children in Year 5 and 6 self-mark their work in order to develop independence and autonomy • The school tries to ensure that all displays 	<ul style="list-style-type: none"> • Class Teacher plans for pupils with SEND to have targeted support and provision • Teaching Assistants / Class Teachers work with small groups to ensure understanding, facilitate learning, foster independence, support pupils' focus and engagement • Children who have not understood learning in the morning will have the opportunity to work individually or in a small group later in the day, to help them reach the learning objective • Teacher or Teaching Assistant led interventions happen on a daily basis across the school • Daily RWI (Phonics) intervention group for LKS2 • Daily 1:1 targeted intervention led by a highly trained Teach Assistant (Precision Teaching, letter formation, reading, Speech & Language support) 	<ul style="list-style-type: none"> • Differentiated work is provided for SEND pupils to facilitate independent learning • The Engagement Model will be used as a Curriculum planning and assessment tool for those children who require a personalised Curriculum (Teachers plan opportunities for children based around the 5 areas of engagement) • 1:1 support is in place for children who require more intensive support, but independence is encouraged when possible • External agencies are contacted when specialist advice is needed on teaching for children who require highly specialised additional provision • School in constant contact with the Educational Psychologist to provide extra support • Use of 'The Hive' area for carefully planned 1:1 or small group sessions (planned by the Class Teacher based on

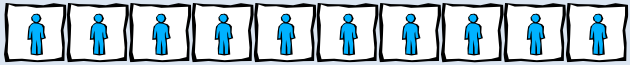
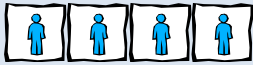

<p>and learning aids are dyslexia friendly and are multi-sensory (coloured background on slides, dyslexia-friendly fonts, de-cluttered classrooms)</p> <ul style="list-style-type: none"> • Visual timetables are used in every classroom 		<p>the child's personal outcomes)</p>
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5. Self-Help Skills and Independence

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Independence and self-help skills are instilled in all pupils from EYFS to KS2 • Visual timetables and clear instructions are shared with all pupils • Success Criteria are clearly explained and displayed for pupils to refer to • Pupils are rewarded for demonstrating independent learning skills • Pupils are aware of steps to success • All classes take part in outdoor learning sessions each week • KS2 children support KS1 children with their reading • All staff use the traffic light system for easing transition between activities (attached to lanyards) 	<ul style="list-style-type: none"> • Children can access personalised provision, appropriate to the individual lesson to support learning. This may include: small group support from the Teacher or Teaching Assistant, additional visual support in the form of task boards and mind maps • Learning Ladders/Choice Boards are provided for some children who need learning broken down into smaller steps • Sensory aids are available in each classroom and are accessed by children with Sensory Processing needs 	<ul style="list-style-type: none"> • Where appropriate, personalised visual timetables, traffic lights and now/next boards are utilised to support the development of independence • Where necessary, Personal Care Plans and Risk Assessments are devised with the parents and carers with the aim of promoting self-help skills • The School Nurse service can be consulted to further encourage independence in toileting • Personalised Life Skills sessions, 1:1 or within a small group, to develop independence and self-help skills for later life (e.g. visit to the shop, baking)




<ul style="list-style-type: none"> All staff use spot timers to support children's focus and awareness of how long is left on an activity (attached to lanyards) 		
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6. Health, Wellbeing and Emotional Support

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> Positive behaviour is reinforced throughout the school A restorative approach is used towards behaviour (children are provided with time to talk to each other to resolve issues) Weekly circle times are used across the school during PSHE sessions Teachers and Teaching Assistants carefully monitor all children's emotional wellbeing Behavioural incidents are recorded on My Concern All staff are Restorative Justice trained Individual class reward systems The 3Es (Excellence, Evolution and Equity) are promoted throughout the school Whole-School access to a Sensory Room There is a Designated Safeguarding Lead 	<ul style="list-style-type: none"> Where appropriate, children participate in intervention groups to promote emotional well-being <p>For children who require additional support with their emotional health and wellbeing:</p> <ul style="list-style-type: none"> 1:1 weekly Draw and Talk sessions 1:1 weekly Nurture sessions Weekly Lego Therapy sessions Use of 'The Hive' area or the junior work space for children who require learning within a small group or a quieter environment 	<ul style="list-style-type: none"> Children with specific medical conditions have an individual Health Care Plan Staff working with children with medical needs receive annual training Additional support for pupils can be requested from specialist agencies such as; School Nurse Service, CAMHS, Social Care and Penhaligan's Friends TAC, Early Support meetings and Annual Reviews are supported by a range of agencies Referrals to Dreadnoughts or a Play Therapist can be made for children who require specialist support School in communication with child counselling services for children who require more emotional support




(and Deputy) and a designated member of staff for Previously Looked After Children and Children in Care		
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7. Social Interaction Opportunities

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • Key Stage assemblies encourage recognising and celebration of achievements as well as links to the community through regular visitors and guest speakers • All children take part in whole class circle times during weekly PSHE sessions • Parents are invited to special assemblies and open afternoons • A wide range of after-school clubs are on offer, these enable children within different year groups to interact • A wide range of residential trips are available annually for every year group • The 3Es (Excellence, Evolution and Equity) are promoted throughout the school • Outdoor Learning sessions run on site (weekly for every class) • KS2 children supporting KS1 children with 	<ul style="list-style-type: none"> • Support for individuals or groups that are struggling to interact appropriately is available from trained staff • Weekly Social Skills groups • Weekly Lego Therapy sessions (focused on teamwork and turn-taking) • Social Stories/Comic-Strip Conversations are used to support individual pupils • Weekly Nurture group sessions provided for children who require extra social support • Weekly 1:1 Nurture sessions for those children who require extra emotional support 	<ul style="list-style-type: none"> • Social Stories/Comic-Strip Conversations are used to support individual pupils • Use of tailored social skills during Nurture sessions • Quiet/safe space provided for children who need it • Support during break times for those who require scaffolding with social interactions • Personalised Life Skills sessions, 1:1 or within a small group, to encourage social interaction within the wider community • Specialist staff have received Makaton Level 1 training in order to communicate with non-verbal students


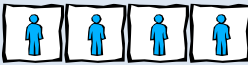

<p>their reading</p> <ul style="list-style-type: none"> • School Parliament meetings • The whole school learns a Makaton 'sign of the week' to encourage social interaction with non-verbal students 		
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8. The Physical Environment

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everybody • Children feel safe and secure in their environment and empowered to ask for help when required • There is a Designated Safeguarding Lead (and Deputy) and a designated member of staff for Previously Looked After Children and Children in Care • Teachers focus on rewarding good behaviour to promote a positive learning environment • There is a disabled toilet on site • An accessibility audit is completed each year with appropriate adjustments made as a result • Where possible, classrooms are dyslexia-friendly and multi-sensory (dyslexia-friendly 	<ul style="list-style-type: none"> • There are named adults who are trained in positive handling • An area is available to children that need to have some quiet space to reflect on an incident or to calm down • Sensory aids are available in every classroom for children with Sensory Processing needs 	<ul style="list-style-type: none"> • Specialist equipment allows disabled pupils to be independent • Designated teaching areas are available, dependent on the specific needs of the children • Dedicated resources are matched to children's needs (e.g. adjustable chairs, specialised cutlery) • Moving and handling training is offered to staff when necessary (this is bespoke to the individual needs of children) • There are changing facilities on site for those children who require personal care (with a Personal Care Plan and Risk Assessment in place as agreed by parents)

<p>fonts, coloured slides, de-cluttered classrooms)</p> <ul style="list-style-type: none"> Resources are clearly labelled and displayed in every classroom and are accessible for all Sensory/exercise breaks are planned in throughout the day for every class Whole-school access to the Sensory Room 		<ul style="list-style-type: none"> For children who require it, resources are kept at adult level to minimise the risk to the child's safety (put in place following a Risk Assessment and as agreed by parents)
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9. Transition from Year to Year and Setting to Setting

<p>Whole school approaches The universal offer to all children and young people (Wave 1 provision)</p> 	<p>Additional, targeted support and provision (Wave 2 provision)</p> 	<p>Specialist, individualised support and provision (Wave 3 provision)</p> 
<ul style="list-style-type: none"> There are strong links with our feeder Pre-school (on site) Pre-school children visit school regularly in the Summer Term before they start Secondary staff visit pupils and staff early in the Summer Term to aid transition Pupils in Year 6 attend their Secondary School for transition activities School staff visit Nurseries and Pre-schools to observe children and discuss their needs Transition opportunities are provided in the Summer Term for children in the school to move to their new class and meet their new 	<ul style="list-style-type: none"> Additional transition sessions are arranged according to the specific needs of individual and identified groups of children Transition booklets are made for those children who require extra transition (photos of new staff, classroom and an explanation of the changes). These go home at the end of the Summer Term for the children to refer to over the summer break Student Passports created for children needing extra support and passed on to 	<ul style="list-style-type: none"> SENDCo attends all Annual EHC Plan Reviews SENDCo meets children, parents and key workers prior to transition days When required, Outside Agencies are involved with children/families and attend meetings where possible 1:1 transition sessions are arranged with the new Teacher/SENDCo to observe the child within class and to get to know them before the transition takes place

<p>Teacher</p> <ul style="list-style-type: none"> • Class Teachers meet every Summer Term to pass over information about every child in order to aid transition • Class Provision Maps created every year to provide information about every child 	<p>the next Class Teacher</p>	
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10. The SEND qualifications of, and SEND training attended by, our staff:

The SENDCo, Sophie Law, has completed the National Award for SEN Coordination (PGCert) and regularly attends SENDCo network meetings to keep up to date with local and national changes.

Grace Wright is our Previously Looked After Child and Children in Children Lead and she has also completed the National Award for SEN Coordination (PGCert). Grace Wright is the school representative during PLAC (Previously Looked After Children) meetings and CiC (Children in Care) review meetings.

The designated staff in school for child protection are: Adam Anderson (Head Teacher) and Sophie Law (SENDCo).

The SENDCo, Head and Deputy Head have had Tier 3 training on Child Protection and Safeguarding.

Sophie Law has completed the Autism Champion training and other members of staff hold qualifications in areas such as Speech and Language.

The Educational Psychologists offers support and training to staff who need it. Our school are linked with two Educational Psychologists, Julie Wakeley and Penny Francis. This includes small group and individual training.

Extra training opportunities are available and are mainly delivered in house by the SENDCo, Educational Psychologist or Outside Agencies. Some examples of these are: Attachment, Autism, Learning Styles, Dyslexia, Restorative Justice, Adaptive Teaching, Alcohol and Drug Abuse, Epipen and Allergies.

All staff have received training on:

- Dyslexia friendly practise
- Child protection
- Prevent anti- radicalisation training
- Anti- bullying
- Restorative Justice
- Emotion Coaching
- FGM
- In-house training on delivering Maths and English
- Level 2 Safeguarding training
- Child Protection Refresher
- PREVENT training
- Awareness of the SEND Code of Practice

Specialist support staff have also received training on:

Autism
Dyslexia screening
Speech and Language
Draw and Talk
Nurture
Lego Therapy
Bereavement training
Attachment
Social Stories
NELI

DCD training
 Sensory Processing
 Positive Handling
 Makaton (Level 1)

The school has a program of Online training to keep all staff updated. Over the last 12 months this has included:

- GDPR in Education
- Child Protection Refresher
- Equality & Diversity
- Prevent Anti- Radicalisation training
- Awareness of the SEND Code of Practice
- Health & Safety

Teaching Staff also received training on:

- Mental well-being in children
- Online Safety

Services and organisations that we work with:

Please note each outside agency that we work with will have a different eligibility and referral process, which can be given upon request from the SENDCo and in some cases information can be found online, where indicated. In many cases either the school, SENDCo or parents can make a referral, although the school always aim to work in partnership with parents as this is both more effective and best practice.

Service/organisation:	What they do in brief:	Contact details:
Early Help Hub	Early help hub support the processing of referrals to appropriate professionals.	01872 322779 earlyhelphub@cornwall.gov.uk
	1:1 assessment. The child will then be	Bellair Health Office

Speech and Language Therapist (SALT) 1:1	assessed and if needed targets given. These targets may need to be worked on at home as well as in school.	Alverton Terrace Penzance TR18 4TA
School Nurse	Advice given to parents and school based on individual medical cases also support for sleep problems and wetting	Referral through to School Nurse directly or through SENDCo or PSA childrens.services@cornwall.nhs.uk Care Management Centre, Truro Health Park, Infirmary Hill, Truro, TR12JA
CAMHS	1:1 mental health assessments: Autistic Spectrum Disorders, ADHD, anger/emotional issues, eating disorders etc. Discussions with parents and information from school informs	Referral through school or GP
Educational Psychologist	Advise school on support children with SEND	Referral through SENDCo
Cognition and Learning Service	Offer specialist advise for children with a learning need.	

1. Pupil progress

Progress of each child is very closely monitored by Class Teachers and within Key Stages.

Targeted intervention is put in place to support the children to make progress and gain skills to help them develop.

Children who are on the SEN Register of Need have a Student Passport, which outlines personal targets. These targets are worked towards within an individual target book or via Seesaw.

2. How we know how good our SEN provision is

Our provision is constantly reviewed. We work closely with other specialist professionals to ensure we are providing the children with the best provision for their individual needs. We focus on the whole child and work closely with parents to provide the best possible outcomes.

Challenge Partners review the school once a year. They provide feedback, advising the whole staff on what is working well and highlight areas of improvement.

3. If you wish to complain

Please contact the school with any concerns and we will be happy to discuss them with you. You can contact us via the school office, 01736 740408.

4. How do we identify children with a Special Educational Need?

Our Criteria for placing children on our School Register of Need:

A child will be placed upon the Register of Need using the school's criteria, this includes when:

- A specific area of need has been identified through assessment (either internally or externally), that impacts upon educational progress and/or attainment.
- Children have previously been placed 'On Alert' but have made little or no progress since then.
- The pupil requires teaching/ intervention and/or support that is 'additional and targeted' in comparison to the school's universal provision.
- The pupil may be accessing support from external professionals (although this is not a necessary requirement).

The child's Class Teacher and SENDCo then use more detailed guidance to identify the child's main area of need.

For example: When will a child be put on the school Register of Need for 'Cognition & Learning' ?

- When there is a concern about a lack of progress and there is a need to provide interventions which are additional to or different from those provided as part of the school's universal curriculum,
- Concerns may be raised by: teachers, parents/carers, pupils or other agencies,

- Triggers may be a child makes little or no progress despite receiving differentiated learning opportunities, a child is unable to access subject-specific study even after personalised, targeted support.

See below for advice on Standardised Scores:

Standardised Tests (backed up by teacher assessment and over the course of at least 2 terms)

For Reading- PIRA test and / or Maths- White Rose test:

Other Indicators:

If a child is not achieving key skills at age expectation, such as:

Key words vocabulary

Phonic knowledge

EYFS - Early Learning Goals

These children need to be indicated that they have been placed on the Register of Need on SIMS and on their Student Passport (this must be discussed and agreed by parents/carers).

Targets on Student Passports should be SMART:

S- Specific

M- Measurable

A- Achievable

R- Realistic

T- Time bound

Children and parents should understand the targets and must be involved in the target setting process. Targets should relate to the child's specific barriers to learning and the strategies/provision that are in place to support progress towards these targets should be included on the Passport. Not all targets have to be based around attainment, some could focus on a social, emotional need.